Maths Lesson Plans

Level 3

Term 1

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Level 3 Term 1 Week 1 Day 1	Lesson Plan

Objective: Students will be able to have a concept numbers to 1000.

Activity: Making bundles of tens, and hundreds for concept of thousands.

Material: Worksheets, pencils, sticks, and rubber bands.

Procedure:

Warm up: Counting through choral drill,
(Counting in tens i-e 10, 20........90)
(Counting in hundreds i-e 100, 200.......900)

- How many ones make 10=? (10)
- How many tens make 100=? (10)
- How many 100s make 1000=? (10

Activity:

- Make groups in the class.
- Give some sticks to each group.
- Say them to make bundle of tens from these sticks.
- Tie these bundles with rubber bands.
- Ask number of each bundle made by each group (one by one)
- Say these groups to make bundles of 100 through those bundles of tens.
- Count how many bundles of hundreds are made by each group. (Teacher record it on the board)
- Teacher takes 10 bundles of 100 and them together in front of the class.

Explain:

- When we join 10 bundles of 100 together they make 1000 (write 1000 on the board)
- Make students to do practice of it.

Class work: Page 5 (3-A part1)

Level 3 Term 1 Week 1 Day 2	Lesson Plan

Objective: More practice of making numbers in thousands.

Activity: Written work

Material: Flash cards of ones, tens hundreds and thousands (as many as possible).

Procedure:
Warm up questions:
- How many 1s make 10=?
- How many 10s make 100=?
- How many 100s make 1000=?

Make groups in the class give 8 cards of ones, 7 cards of 10s, two cards of hundreds and 5 cards of 1000, to each group.

Ask:
- How many thousand cards do you have? 5 (Teacher record on the board)
- How many hundred's cards do you have? 2
- How many tens cards? 7
- How many ones cards? 8
- Thus it is made a number i-e 5278.

Repeat same procedure for other questions on page 6.

Class work: Page 6 (3-A part 1)

Level 3 Term 1 Week 1 Day 3	Lesson Plan

Objective: To teach the numbers in words, numbers in digits

Activity: Writing number in words and in digits.

Material: Strips of papers, charts.

Procedure:

Warm up: Ask spellings of:

- Zero, one, two........ten.
- Ten, twenty.........hundred.
- Hundred, two hundred.........thousand.

Activity:

- Paste a strip

Two thousand one hundred and fifty one

- Place cards (on which numbers in digits are written) on the table.
- Ask a student to search the digit card related to that strip and paste it "after that strip"

Two thousand one hundred and fifty one	2151

- Like wise paste some more strips and repeat the same activity with other cards and strips.

Activity 2:

- Make groups in the class, give a chart to each group.
- Ask them to solve page 7 (3-A part 1) on the charts.

Homework: Page 7 in worksheets (3-A part 1)

Level 3 Term 1 Week 1 Day 4	**Lesson Plan**

Objective: Students will be able to know about place value of 4 digit numbers.

Activity: Making place value tents.

Material: Place value tents (thousands, hundred, tens and ones) worksheet, pencils.

Procedure:

Warm up: Make students count

- 0, 1, 2........10
- 10, 20.........100.
- 100, 200.........1000.
- 1000, 2000.........9000.

Activity:

- Make groups in the class.
- Give place value tents of numbers to each group.
- Write a number 2488 on the board.
  - How many ones are there?
  - How many tens are there?
  - How many hundreds are there?
  - How many thousands are there?
- Record it like this through pasting of tents.

2488 thousands hundreds tens ones

- Repeat same for questions b, c and question 2 page 8 (3-A part 1)

Level 3 Term 1 Week 1 Day 5	Lesson Plan

Objective: Students will be able to practice place value.

Activity: Written work

Material: Place, value tents.

Procedure:

Warm up:

- Make columns of units, tens, hundreds and thousands and paste the tent of 5000 like:

- Paste the tent of 800, then 90 and then 7 that it look like

Now ask questions given on page 9

- Practice these questions on the board.
- Remove the answers and then make students to solve these questions (blanks) in the worksheets.

(Note) For question number 4 ask the blanks orally then make students to solve these blanks in worksheets.

Class work: Page 9 (worksheet 3-A part 1)

Level 3 Term 1 Week 2 Day 1	Lesson Plan

Assessment will be taken in notebooks.

Homework: Page 8 (3-A part 1)

Level 3 Term 1 Week 2 Day 2	**Lesson Plan**

Objective: To give the concept of greater, greatest, smaller and smallest.

Activity: Written work

Material: Cards of 1, 10, 100 and 1000 make as many cards of each as you can.

Procedure:

Warm up:

- Paste a card of 1 and ask students to tell what is this.
- Then 10 and ask the same question, similarly 100 and 1000 and repeat the same questions. (record the answer on the board)

Activity:

- Write the numbers 4037 and 4073 ask a volunteer to paste hundred's, ten's and one's cards to make 4037, similarly call another volunteer to do the same to make the number 4073.

Ask: Which number is greater?

Explain:

- First of all see the thousand; a number with the greater thousand is greater if thousand is same.
- Then see hundred if hundred is same, then.
- See tens, if thousand, hundred and tens are same then see the ones.

Teacher explains all by changing the place of cards. Procedure

- Repeat the same for explanation of question 2, 3 and 4.

Class work: Page 10, 11 (3-A part 1)

Level 3 Term 1 Week 2 Day 3	Lesson Plan

Objective: To give the concept of 100 more than and one hundred less than.

Activity: Written work

Material: Worksheets, pencils, previous day's material

Procedure:

Warm up: Questions:

- o 2 more than 10 =?
- o 2 less than 10 =?
- o 10 more than 30=?
- o 10 less than 30=?

- Write a number 6235 on the board.
- Call volunteer to paste the cards of ones, tens, hundreds and thousands to show the written number through table, like

6235

Thousands	Hundreds	Tens	Ones

- Now paste on more card of 100 in hundred's column and ask ________ is 100 more than 6235.
  (Repeat the same procedure for less than and filling in the blanks)

Class work: Page 12 (3-A part 1)

Homework: Page 24

Level 3 Term 1 Week 2 Day 4	Lesson Plan

Objective: Students will be able to:
- Add the number w.r.t place value
- Subtract the number w.r.t place value

Activity: Adding and subtracting the numbers by ones, tens and hundreds.

Material: Flash cards of numbers 5409, 5419, 6409, 5410, 4864, 4863, 4764, 4050, 4049, 1000, 100, 10, (see other numbers from page 13), pencils, worksheet.

Procedure:

Warm up:
- Ask consecutively 2 more then 10 is, 10 more than 9 is, 100 more than 420, 1000 more than 5406, and so on.
- Ask consecutively, 2 less than 4 is, 10 less than 64 is, 100 less than 764 is, 1000 less than 4050 is, and so on.

Explanation:
- Paste number f.c on board like 5409 and 5419 ask class to note the difference by comparing ones, tens, hundreds and thousands.

Change is in tens, means when we add one ten to 5409 we get 5419

5409+10= 5419

Similarly, explain other numbers of page 13 question 3.
- Explain again by pasting other f.c on board like

Ask to see the difference by comparing ones, tens, hundreds and thousands.

Change is in ones, 4863 is 1 less than 4864 i-e 4864-1= 4863
- Similarly explain other numbers of question 4 page 13.

Class work: Page 13, question 3, 4 and 5

Homework: None.

Level 3	
Term 1	**Lesson Plan**
Week 2	
Day 5	

Objective: Students will be able to compare the number pattern by comparing ones, tens, hundred and thousands.

Activity: Completing the number patterns.

Procedure:

Warm up: Ask consecutively 2 more than 39 is, 1 less then 302 is, 1000 less than 3900, 100 less than 737 to less than 88 is and so on.

Explanation: Paste a number's strip on the board

	1301	1300	1299

- Say class to compare numbers by looking at 10s, 100s and 1000s the change in ones how many? (the change is of ones)
  - 1299 is 1 less than 1300
  - 1300 is 1 less than 1301
  - 1301 is 1 less than 1302
- Paste other strip of

3903	2903	1903	903

  - Ask to compare
  - Change is in thousands
  - 2903 is 1000 less than 3903
  - 1903 is 1000 less than 2903
  - What is 1000 less than 1903? [903]
- Similarly

4737	4637		4437

And

3708		3688	3678

Explain question 7 of page 14

[Look at 1s, 10s, 100s and 1000s and then complete the number pattern]

Class work: Page 14

Homework: Practice pages 14, 13, 12, 11 and 10 for test.

Level 3 **Term 1** **Week 3** **Day 1**	**Lesson Plan**

Objective: To assess the students

Activity: Assessment will be taken (decided by the teacher)

Homework: Page 37

Level 3 Term 1 Week 3 Day 2	Lesson Plan

Objective: Students will be able to know that

- To find sum, two numbers will be added
- To find difference, smaller number will be subtracted from bigger.

Activity: Finding sums and difference.

Material: Flash cards of math's language i-e
, strips of squares, flash cards of 1000, 100 and 10s.

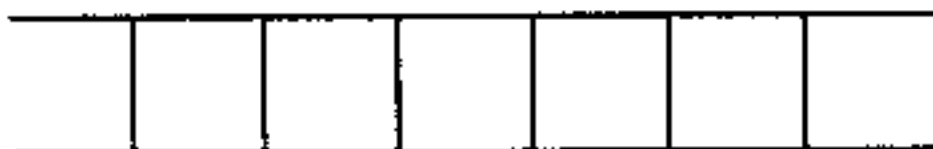
Procedure:

Warm up: Ask consecutively

- 9+7 is, 9-7 is,
- What we get when we add 7 to 9,
- What we get when we subtract 7 to 9,

Explanation:

- Paste the strip on board

- Count squares and write
- Paste other strip

- Count square and write

Now: Write, add and ask class to add the squares of both stripes. Note number on board i-e 9+7= 16

- Write sum will add,
- Explain, when we are asked to find the sum, we add two numbers. Paste flash cards for addition on board while explaining as: Add / sum

- Write subtraction; say class subtracts 7 squares from 9 squares of the strip.
- Note number on board.

Write difference with subtraction. Explain when we are asked to find the difference; we subtract the smaller number from the bigger number.

Task 1:

Class work: Page 15

Task 2: Write on the board, find:

- Sum of 145 and 285
    - Make columns on board like:

- Paste f.c of 100, 4 tens and 5 ones in 100s, 10s and 1s column respectively.
- Paste f.c of 200, 8 tens and 5 ones under 100s, 10s and 1s column

Class work: Page 16

Homework: None

Level 3 **Term 1** **Week 3** **Day 3**	**Lesson Plan**

Objective: Students will be able to practice of addition sums in notebook

Activity: Adding

Material: Pencils / notebook / board

Procedure

Warm up: Ask consecutively,

- 2+5= , 9+8= , 7+6= , 8+9= and so on.

Explain one question of addition with three digit numbers as explained in task 2 of day 2, week 3, and term 1.

Class work: Add the following questions.

- 4396+2895=
- 852+426=
- 1346+5914=
- 706+192=

Home work: Page 26 of worksheet 3-A part 1

Level 3 Term 1 Week 3 Day 4	Lesson Plan

Objective: Students will be able to add the ones, tens, hundreds and thousands of given numbers.

Activity: Adding

Material: Flash cards of 1000s, 100s, 10s and 1s.

Procedure: Follow the same procedure of adding numbers.

Level 3 Term 1 Week 3 Day 5	Lesson Plan

Objective: Students will be able to subtract ones, tens, hundreds and thousands

Activity: Subtracting

Material: Notebooks / pencils / flash cards of 1s, 10s, 100s and 1000s

Procedure:

Warm up: Ask consecutively,

8-2= , 10-3= , 8-4= , 5-3= and so on.

Explanation:

- When we are asked to find difference or subtraction of the numbers we do the following procedures.
- Write on the board.
- Find the difference b/w 3246 and 1634
    - 3246-1634=
- Make columns on board like

- Paste flash cards of 6 ones, 4 tens, 2 hundreds and 3 thousands in columns respectively.
- First we subtract 4 ones from 6 ones, we get 2 ones.
- Subtract 3 tens from 4 tens, we get 1 tens.
- As there are not enough hundreds to subtract from, we change 1 thousands for 10 hundreds.
- Subtract 1000 from 2 thousand that is left, we get 1000.
- Explain some more questions of exercise 10, question 1 page 28 in same way.

Class work: Written work in notebooks.

Subtract:

- 1589-1314=
- 4146-833=
- 9324-13=
- 2752-1492=

Homework: Test of addition topic

Level 3 Term 1 Week 4 Day 1	Lesson Plan

Objective: To assess the student's concept of adding ones, tens, hundreds and thousand.

Activity: Assessment will be taken in notebook, decided by teacher.

Homework: Page 28

Level 3 **Term 1** **Week 4** **Day 2**	**Lesson Plan**

Objective: Students will be able to subtract ones, tens, hundreds and thousands

Activity: Subtracting

Material: Flash cards of 10s, 100s, 100s and 1s / pencils / worksheets.

Procedure: Follow the same procedure of day 5, week 3 and term 1.

Class work: Page 30 of worksheet

Homework: None

Level 3 **Term 1** **Week 4** **Day 3**	**Lesson Plan**

Objective: Students will be able to write the missing number by adding and subtracting

Activity: Completing blanks by adding and subtracting

Material: Worksheet / pencils

Procedure:

Warm up: Ask consecutively
100 more than 2300= , 1000 more than 3300= , 100 less than 830=
80 less than 290= and so on.

Explanation: Explain the questions of addition and subtraction as in previous classes keeping in mind ones, tens, hundreds and thousands.

Class work: Page 38, worksheet

Homework: Page 31 of worksheet

Level 3 Term 1 Week 4 Day 4	**Lesson Plan**

Objective: To assess the student's concept of subtracting ones, tens, hundreds and thousands.

Activity: Assessment of subtraction in notebook selected by teacher.

Level 3 Term 1 Week 4 Day 5	**Lesson Plan**

Objective: Students will be able to practice the tables of 2 up to 10

Activity: Oral practice + written work, number strips

Procedure: Ask consecutively

2 times 2= , 4 times 5 = , 8 times 6= And so on.
Use the number strip activity as used in day 1, week 1 and term 2

Group work: Students will do practice in group.

Individual work: Students will write tables on loose sheets.

Homework: Learn and write table 5 to 10.

Level 3 Term 1 Week 5 Day 1	**Lesson Plan**

Objective: Students will be able to complete the multiplication sentences by multiplying and adding equal groups of objects.

Activity: Multiplying or adding equal groups of objects

Procedure: Ask consecutively

2 times 4 =   , 6 times 9 =   , 8 time 3 =   and so on.

Follow the same procedure for explanation as used in level 1, term 2, week 3 and day 3.

Class work: Page 41

Homework: Page 42

Level 3 Term 1 Week 5 Day 2	**Lesson Plan**

Objective: Students will be able to complete the multiplication sentences by multiplying and adding equal groups of objects.

Activity: Multiplying and adding equal groups

Material: Worksheet, pencils, sets of different objects like notebook, pencils, buttons etc.

Procedure: Follow the same procedure of day1, week 5 and term 1

Class work: Page 43, 44 of worksheet

Homework: None

Level 3 Term 1 Week 5 Day 3	Lesson Plan

Objective: Students will be able to multiply ones, tens and hundreds.

Activity: Multiplying

Material: Chart of solved questions / strips of 10s, 100s, pencils / worksheets.

Procedure: Follow the same procedure of term 2, week 2, day 5.

Class work: Page 57

Homework: Page 48

Level 3 Term 1 Week 5 Day 4	**Lesson Plan**

Objective: Students will be able to multiply ones, tens and hundreds.

Activity: Multiplying

Material: Chart of solved questions / strips of 10s and 100s / pencils and worksheet

Procedure: Follow the same procedure of term 2, week 2, day 5.

Class work: Page 58

Homework: None

Level 3 Term 1 Week 5 Day 5	**Lesson Plan**

Objective: Students will be able to multiply ones and tens

Activity: Multiplying

Procedure: Follow the same procedure of day 4, week 5
Class work: Page 60

Homework: Test of multiplication topic.

Level 3 **Term 1** **Week 6** **Day 1**	**Lesson Plan**

Objective: To assess students test will be taken in notebooks decided by the teacher.

Class work: Assessment

Homework: 59

Level 3 Term 1 Week 6 Day 2	Lesson Plan

Objective: Students will be able to multiply ones, tens, hundreds

Activity: Multiplying

Material: Notebook / pencils

Procedure: Follow the same procedure of day 5, term 2, week 2.

Class work: Multiply

- 43 x 2=
- 492 x 3=
- 574 x 2=
- 86 x 4=

Homework: None

Level 3
Term 1
Week 6
Day 3

Lesson Plan

Objective: Students will be able to multiply ones and tens

Activity: Multiplying

Material: Worksheet / pencils

Procedure: Follow the same procedure of day 5, term 2, week 2

Class work: Page 62

Homework: Page 61

Level 3	
Term 1	**Lesson Plan**
Week 6	
Day 4	

Objective: Students will be able to multiply ones, tens and hundreds

Activity: Multiplying

Material: Worksheet / pencils

Procedure: Follow the same procedure of day 5, week 2, term 2

Class work: Page 64

Homework: None

Level 3 Term 1 Week 6 Day 5	**Lesson Plan**

Objective: Students will be able to multiply ones, tens and hundreds.

Activity: Multiplying

Material: Worksheet / pencils

Procedure: Follow the same procedure of day 5, week 2 and term 2.

Class work: Page 65

Homework: Test of multiplication.

Level 3 Term 1 Week 7 Day 1	**Lesson Plan**

Objective: To assess the student's concept of multiplying ones, tens and hundreds.

Class work: Assessment will be taken in notebooks decided by teacher.

Homework: Page 68

Level 3
Term 1 **Lesson Plan**
Week 7
Day 2

Objective: Students will be able to know division is inverse of multiplication

Activity: Dividing and multiplying

Material: Books, toffees, pencils, colors, straws, worksheets.

Procedure: Follow the same procedure as used in term 2, week 1 and day 2.

Class work: Page 45 and 46 (3-A part 1)

Level 3 Term 1 Week 7 Day 3	Lesson Plan

Objective: Students will be able to divide the numbers give in page 47

Activity: Dividing

Material: Books, toffees, pencils, colors, worksheet

Procedure: Follow the same procedure as used in term 2, week 1, day 2.

Class work: Page 47 (3-A part 1)

Homework: Page 49

Level 3 **Term 1** **Week 7** **Day 4**	**Lesson Plan**

Objective: Students will be able to divide by '2'

Activity: Dividing

Material: Match sticks, straws, worksheets, pencils

Procedure: Follow the same procedure as used in term 2, week 3, day 2.

Class work: Page 67

Homework: None

Level 3 Term 1 Week 7 Day 5	**Lesson Plan**

Objective: Practice of divide question

Activity: Dividing

Material: Notebooks, pencils

Procedure: Follow the same procedure as used in term 2, week 3, day 2.

Class work: Written work in notebook

Divide the following

- 2√30
- 2√63
- 3√98
- 4√47

Homework: Assessment of division

Level 3 Term 1 Week 8 Day 1	Lesson Plan

Objective: To assess the students

Activity: Assessment

Material: Notebook / pencils

Assessment will be taken in notebook questions selected by the teacher

Homework: page 69

Level 3 Term 1 Week 8 Day 2	**Lesson Plan**

Objective: Students will be able to divide by 2, 3, 4 and 5

Activity: Dividing

Material: Worksheet / pencils

Procedure:

Warm up:

- Revise the table of 2, 3, 4, 5
- Follow the same procedure as used in term 2, week 3, day 2

Class work: Page 77 (3-A part 1)

Level 3 **Term 1** **Week 8** **Day 3**	**Lesson Plan**

Objective: Students will be able to divide by (2, 3, 4 and 5)

Activity: Dividing

Material: Worksheet / pencils

Procedure: Follow the same procedure of term 1, week 8, day 2

Class work: Page 79 (3-A part 1)

Homework: Page 73

Level 3 Term 1 Week 8 Day 4	**Lesson Plan**

Objective: Practice of division questions

Activity: Practicing

Procedure:

Warm up:

- Revise the table of 2 up to 5
- Write the questions of division on the board call students one by one to solve the questions on board.

Level 3 Term 1 Week 8 Day 5	**Lesson Plan**

Objective: To give the concept of greater and smaller

Activity: Written work

Material: Cards of 1s, 10s, 100s and 1000s make as many as you can / pencils, worksheets

Procedure: Follow the same procedure of term 1, week 2, day 2 and day 4

Class work: Page 70 (3-A part 1)

Homework: Page 74